

Primary National Strategy

Guidance

Curriculum and Standards

Primary Leadership Programme

*Leadership and responsibility for learning
and teaching in primary schools*

Information for governors – schools participating in the programme

Governors

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*Raising
standards*



*Working
together*



*Sharing
practice*



About the Primary Leadership Programme

This paper is intended to inform you as a governor about the nature and scope of the second year of the Primary Leadership Programme. It aims to support you and your colleagues when discussing or considering when it might be most appropriate for your school to participate in the Leadership Programme.

The Primary Leadership Programme offers schools a rich and empowering programme of support for school improvement. It provides funding and additional human resources to develop the leadership capacity in participating schools in order to improve the quality of learning and teaching, and to raise further children's progress and attainment. In addition, it enables leadership teams, at whatever stage of their development, to reflect on their role and impact, and to determine how they will develop collectively.

The second year of the Primary Leadership Programme (2004–05) builds on the successful launch of the programme in 2003–04. *Excellence and Enjoyment* (DfES, 2003) indicates that the programme will, in time, be made available to all schools. Schools should consider, in discussion with their LEAs, when it would be most appropriate for them to participate in the programme.

Which schools may participate in the second year of the Leadership Programme?

In 2004–05, LEAs will be funded to offer 4,500 schools the opportunity to participate fully in a second year of the programme. It will be for LEAs to decide how to select schools for invitation to participate.

The second year of the Leadership Programme is intended to be open to all schools but priority should be given to those where children make less good progress than average (typically with a Key Stage 1 and 2 value added score of less than 100). In selecting schools, LEAs are asked to use the following criteria:

- schools that have taken part in the first year of the programme that the LEA judges not yet to be making the progress of which it is capable, and would benefit from a second year's involvement;
- schools that did not take part in the first year of the programme where the school's Key Stage 1 and 2 value added score is less than 100;
- schools where the LEA judges the programme will significantly enhance the likelihood of a school achieving its challenging targets for 2005 and 2006.

LEAs will generally have invited schools and agreed their participation in the programme during the summer term. In some LEAs, there were schools in 2003–04 that were invited to join the programme but declined the opportunity.

LEAs are recommended to give priority to approaching schools which did not participate in the first year but where schools continue to meet the criteria for participation. It may also be helpful to keep back a small number of places in the programme for schools that LEAs identify only after the Key Stage 2 results for 2004 are available.

What is the focus of the programme?

For 2004–05, a second cohort of primary schools in every LEA is being invited to take part in the Primary Leadership Programme funded by the Primary Strategy, and developed with the support of the National College for School Leadership (NCSL) and the National Remodelling Team. The programme seeks to support schools in strengthening their collaborative leadership and responsibility for raising attainment and improving learning and teaching. The programme will also address the workforce remodelling agenda, again with a focus on learning and teaching.

The implementation of the programme within the school will be directed and managed by a small team. For most schools this would typically comprise the headteacher, deputy headteacher and two other senior staff in a school – funding has been provided on the basis of the headteacher and three other members of staff. In small schools, the funding is for the headteacher and one other member of staff.

The programme will run over the school year beginning in September 2004, although some preparatory meetings are likely to take place in the summer term.

What are the aims of the programme?

The aims of the Primary Leadership Programme in participating schools are to:

- to strengthen collaborative leadership and responsibility for learning and teaching within a school;
- to provide time for the leadership team of a school, with the support of a local experienced headteacher, to review its curriculum, its staffing and the individual needs of its children; to prioritise where improvements should be made and what steps should be taken to bring these about; and to evaluate the impact of this work;
- to bring together the expert support and guidance which is available locally to help address the particular issues identified within a school;
- with an overall ambition for participating schools: to make further improvements in Key Stage 1 and 2 results in English and mathematics over the period 2005 to 2007;
- to help schools realise the benefits of remodelling to improve learning and teaching and raise standards.

How will the Primary Leadership Programme support the school?

The Primary Leadership Programme will support those staff in the school who carry explicit leadership and management responsibility for raising standards of attainment and the quality of learning and teaching across the school. The programme will provide members of the school's leadership team with opportunities for out-of-school training, visits and collaboration. They will receive the help of an experienced colleague, a Primary Strategy Consultant Leader, to support in-school improvement. Access to other experienced consultants will also be built into the programme. The school will have the opportunity to share good practice with other schools within the LEA and possibly beyond.

The focus of the Primary Leadership Programme is to support the attainment of high standards within a broad and rich curriculum, as set out in *Excellence and Enjoyment*. Participating schools will be helped to practise their actions by building greater capacity within the leadership team, and across the school, with particular emphasis on:

- effective use of the Primary Strategy's new learning and teaching materials to review and develop practice across the school;
- making best use of visits to other schools;
- improving attainment for all children by tracking and addressing issues around effective teaching of literacy and mathematics;
- workforce remodelling.

The Primary Strategy Consultant Leader, an experienced headteacher, will help staff to identify priorities, initiate and sustain action, to target support for improvement and to develop success criteria in order to bring about improvements in the quality of learning and teaching and standards achieved across the school.

What funding is available to participating schools?

Schools with more than 120 pupils will receive the equivalent of five days' supply cover for each of three senior members of staff, on the understanding that the headteacher will also take part in the programme for five days. Schools with 120 pupils or under will receive the equivalent of five days of supply cover for the headteacher and for another key teacher in the school.

A Primary Strategy Consultant Leader will provide about four school-based support days for each school, a little of which will be needed for planning/preparation, organising additional support, liaison with the LEA Primary Strategy Manager, literacy and mathematics teams and school improvement advisers. Schools will receive £120 to contribute towards travel costs for visits to schools not in their locality.

What is expected of the participating school's leadership team?

Each member of the school's leadership team will be expected to devote the equivalent of:

- three half-days to attend out-of-school support programmes;
- one day for visiting one or more primary schools;
- two- and-a-half days on school-based activities including attending meetings with the Primary Strategy Consultant Leader, planning, observing learning and teaching and feeding back to teachers.

The programme of three half-day support events will be developed nationally but adapted and delivered locally. It will be linked to school-based activity and to the specific school-focused consultancy to be provided by Primary Strategy Consultant Leaders and the LEA.

Schools will have access to change management support, in line with the model developed locally by the LEA with the National Remodelling Team, to support the school in remodelling.

How will the Primary Strategy Consultant Leader support the school?

Primary Strategy Consultant Leaders will be fellow professionals with current or recent experience as a primary headteacher, and a proven track record in raising attainment within their own school. Training and support for their role in the programme will be provided by the Primary Strategy in conjunction with LEA staff, the NCSL and the National Remodelling Team.

Each Primary Strategy Consultant Leader will work in collaboration with an allocated number of schools to support their leadership team in reflecting on their roles and impact upon school improvement. In particular, the Primary Strategy Consultant Leader will help by:

- supporting the leadership team in meeting the outcomes of the programme;
- determining the support that should be given to the leadership team so that they have the expertise needed to analyse provision, implement improvement, and direct individual team members towards appropriate support when needed;
- facilitating liaison between schools within the group to share and benchmark practices and learn from each other's approaches;
- supporting the development of structures within the school to ensure that improvements can be sustained when this range of support is no longer available.

The Primary Strategy Consultant Leader will give the school the equivalent of about four days' support. Support will also be available from consultant leaders and LEA advisers with particular expertise in remodelling and from the LEA's literacy and numeracy consultants to provide any subject-specific support.

Who is responsible for the Primary Leadership Programme in the LEA?

In the LEA, the Primary Strategy Manager has overall responsibility for the Primary Leadership Programme. The Primary Strategy Manager directs the work of Primary Strategy Consultant Leaders and works closely with other LEA staff (in particular the school Link Advisers) to help to coordinate appropriate support for the school from literacy and numeracy consultants. The Primary Strategy Manager works particularly closely with the LEA's Remodelling Adviser to ensure that the programme brings together the resources provided for the second year of the Primary Leadership Programme and those available to support schools in the remodelling of their workforce.

What should be the involvement of governors?

You and your fellow governors may wish to discuss the school's participation in the programme with the headteacher and other members of the school's leadership. You might wish to consider the matter further in discussion with the school's link adviser or the LEA Primary Strategy Manager. LEAs are likely to have a range of different processes for identifying schools that will benefit from the programme, taking account of local needs and other contextual factors.

If your school is involved in the second year of the programme, you will want to acquaint yourselves fully with the aims, objectives and expected outcomes of the programme. You will want to receive regular reports on the progress of the programme. A key role as governor is to support and encourage your school's participation and discuss with the leadership team the programme's effectiveness in achieving their goals and expected outcomes, particularly tracking this through to improvements in attainment over the period 2005–07.

You should also make provision to ensure that the allocated funding provided is used appropriately to facilitate and further the objectives of the programme. A lesson from the first year of the Primary Leadership Programme in 2003–04 has been the particular benefit to schools where the governing body has been briefed on the programme at an early stage and has full involvement with a well-defined timetable for reports on the progress of the programme.

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